



Forest Acres Elementary

401 McAlister Road
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	694 Students	
Principal	Darian L. Byrd	864-397-1800
Superintendent	Dr. Kelly Pew, Ph. D.	864-397-1000
Board Chair	Judy Edwards	864-859-7338

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

96.9%

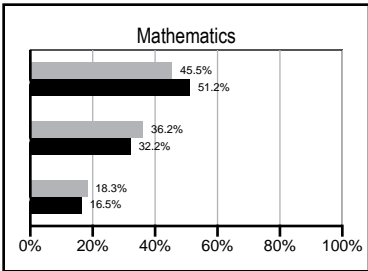
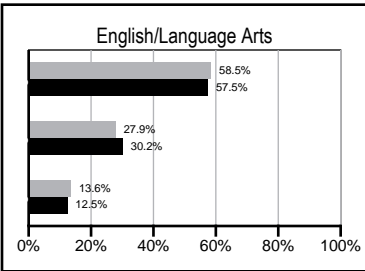
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
35	10	0	1	0

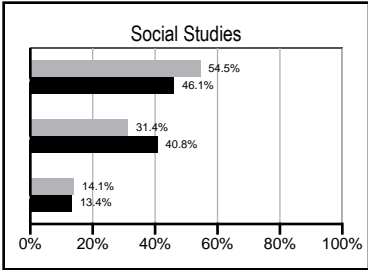
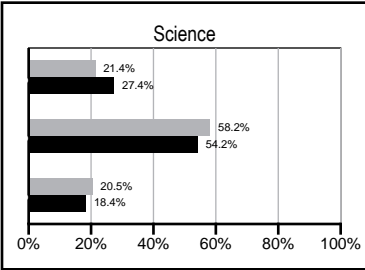
* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)

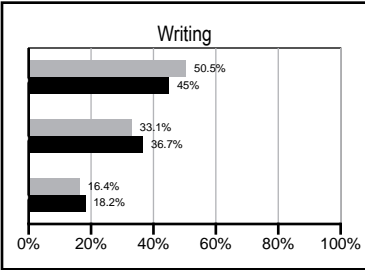
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=694)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.5%	0.8%	0.9%
Attendance rate	96.8%	No Change	96.8%	96.3%
Served by gifted and talented program	15.2%	N/A	12.1%	7.2%
With disabilities	11.5%	N/A	10.8%	12.4%
Older than usual for grade	1.8%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	60.0%	Down from 62.2%	64.4%	62.5%
Continuing contract teachers	93.3%	Up from 88.9%	88.8%	83.3%
Teachers returning from previous year	93.5%	Up from 92.2%	89.7%	88.3%
Teacher attendance rate	95.5%	Up from 95.1%	94.7%	95.0%
Average teacher salary*	\$48,533	Up 0.6%	\$49,748	\$48,193
Professional development days/teacher	11.6 days	Up from 11.4 days	10.8 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.0 to 1	21.1 to 1	20.1 to 1
Prime instructional time	90.8%	Up from 90.3%	90.4%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,754	Down 1.0%	\$7,164	\$7,364
Percent of expenditures for instruction**	71.0%	Up from 67.4%	69.0%	68.0%
Percent of expenditures for teacher salaries**	68.0%	Up from 66.1%	67.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Forest Acres Elementary School faculty and staff provide exemplary instruction for ALL children in a caring and safe environment. Our faculty and staff share the same high expectations as the parents: a safe, clean environment where all children experience academic success. Our community actively seeks a role in the education and celebration of our children.

Our children benefit from this strong partnership with our community, as has been evidenced again through recognition by the State Department of Education as a Palmetto Gold Award winner for attaining a high level of absolute performance. Our number one goal at Forest Acres is Academic Achievement. Our percentage of students meeting standards on PASS exceeded the state in Math, ELA, Science, and Social Studies. We utilized MAP Testing (Measures of Academic Progress) in grades K5 through five. On both PASS and MAP, Forest Acres' students scored at or above the district average at all grade levels in both Reading and Math.

Students are provided many enrichment activities and learning based field trips which include a fifth-grade trip to Tybee Island, Georgia to study marsh and beach ecology. We have the QUEST program for Academically Advanced and Gifted students. Our PTO sponsors week-long artists-in-residency to enhance our school's arts program. We provide extended day activities through an After School Care program, after-school academic assistance, and a "Summer Seekers" skills program.

Outdoor learning environments offer students the opportunity to interact with environment. A water garden provides students with space to study weather, plant life, and seasons. A nature trail and outdoor lab allows students the opportunity to have science classes outdoors. Our computer lab and science lab enables our students to experience hands on lessons and supports STEM (Science, Technology, Engineering, and Mathematics Education) initiatives to improve instruction. In 2013-14, we plan to implement a full time STEM lab in grades 2 – 5.

We believe service learning and service to our community are important aspects of our offerings to students. Our active Student Council led many efforts in this area this year. These efforts are vehicles for our students to learn good citizenship and compassion for others. Among our student and staff efforts are gathering canned goods for a local food bank, collecting toys for Country Santa to aid families in need, visiting local nursing homes, Jump Rope for Heart, Relay for Life, and Special Olympics.

Due to the dedication and commitment of the staff of Forest Acres and the support and pride of our parents and community, our accolades are many. We seek to continue maintaining high standards and achievement and meeting the needs of our diverse student population. Together, we are working to embody our mission to build "Foundations of Academic Excellence" at FAE.

Follow the Official Twitter of FAE for Updates and News. @ForestAcresElem
 Darian L. Byrd, Principal
 Aimee Liddle, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	92	55
Percent satisfied with learning environment	95%	93.5%	89.1%
Percent satisfied with social and physical environment	97.5%	85.1%	94.6%
Percent satisfied with school-home relations	100%	85.8%	89.1%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	75.1
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Forest Acres Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	675.3	663.8	632.6	664.6	100.0	100.0
Male	673.2	664.8	632.8	669.6	100.0	100.0
Female	677.4	662.8	632.3	659.5	100.0	100.0
White	680.5	668.6	636.8	669.2	100.0	100.0
African American	633.4	615.2	596.1	615.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	605.0	597.6	578.8	598.3	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	652.7	641.5	612.8	642.2	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	124	94.4	6.1	13.9	80	93.9
	4	114	90.4	10.9	40.6	48.5	89.1
	5	104	99	15.8	43.6	40.6	84.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	103	100	7.8	11.8	80.4	92.2
	4	122	100	16.2	25.6	58.1	83.8
	5	115	100	16.7	46.3	37	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	124	99.2	13.2	31.4	55.4	86.8
	4	114	100	18.9	43.2	37.8	81.1
	5	104	99	15.8	42.6	41.6	84.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	103	100	12.7	31.4	55.9	87.3
	4	122	100	19.7	39.3	41	80.3
	5	115	100	23.1	38	38.9	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	61	100	26.7	35	38.3	73.3
	4	113	100	25.5	63.6	10.9	74.5
	5	52	100	21.2	48.1	30.8	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	53	100	17.3	67.3	15.4	82.7
	4	122	100	17.9	57.3	24.8	82.1
	5	57	100	30.2	50.9	18.9	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	62	100	11.5	31.1	57.4	88.5
	4	114	100	16.2	45	38.7	83.8
	5	51	100	18.4	51	30.6	81.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	52	100	7.7	34.6	57.7	92.3
	4	122	100	12.8	27.4	59.8	87.2
	5	58	100	25.5	38.2	36.4	74.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	105	97.1	8	49	43	92
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	104	97.1	10.1	28.3	61.6	89.9
	4	122	99.2	16.2	30.8	53	83.8
	5	114	99.1	22.4	40.2	37.4	77.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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